

Recommendations on Education and Training in Evaluation

Requirement Profiles for Evaluators



Recommendations on Education and Training in Evaluation

Requirement Profiles for Evaluators

Authors:

Alexandra Caspari, Manfred Hennen, Dirk Scheffler, Uwe Schmidt, Oliver Schwab

Contributors and commentators:

Tasso Brandt, Cornelia Damrath, Stefanie Ernst, Tanja Gallisch, Michael Heger, Eva Heibold-Krug, Maren Hiltmann, Berthold Schobert, Sandra Speer, Elisabeth Springer, Reinhard Stockmann, Gaby Wunderlich

Published by DeGEval – Gesellschaft für Evaluation e. V., Mainz, Germany

Designed by Ron Müller Grafik- und Webdesign

Table of Contents

Introduction	5
Aims	6
Fields of competence and standards for evaluation	7
Fields of competence and dimensions	12
1. Theory and history of evaluation	12
2. Methodological competencies	14
3. Organisational and subject knowledge	17
4. Social and personal competencies	20
5. Evaluation practice	23
Summary	28
Fields of competence and dimensions – overview	29
Literature	32

Introduction

Over the past few years, evaluation has gained more and more significance in the German-speaking world. Evidence of this can be seen not only in the increasing number of fields in which evaluation has established itself as an instrument of impact measurement and quality development, but also in the intensity with which evaluation affects these fields.

At the same time, it can be observed that this growth has not been accompanied in all fields of evaluation by corresponding changes in the personnel resources available, which appear necessary for a professional evaluation. This can be attributed first and foremost to the fact that evaluation has up to now not constituted a designated occupational field with corresponding educational and training requirements. Yet the character of evaluation as a cross-sectional science, which brings together strands of different subject disciplines, also contributes.

With the current recommendations on education and training, DeGEval - Gesellschaft für Evaluation (Evaluation Society) is dealing with this topic, and is aiming to make a contribution to the professionalisation of evaluation activities, and hence also to the quality assurance of evaluation itself. These recommendations, which refer to a wide, and in part heterogeneous field of practice, must be sufficiently general, and require field-specific interpretation and differentiation. Based on this premise, they are to be understood as fundamental requirements and competencies that are essential for the adequate performance of evaluations.

Aims

The recommendations on education and training in evaluation are concerned primarily with two aims:

1. They should define, in terms of a fundamental requirement profile, what knowledge and competencies are necessary for the job of an evaluator and should therefore be incorporated into an education and training programme.
2. They should contribute towards providing certainty as regards competencies that can be expected, for the benefit of clients of evaluations as well as of evaluators themselves.

In this sense they are to be understood as a contribution to the development of quality standards in education and training. The recommendations are oriented towards possible programmes of study as well as towards forms of “successive” or “sporadic” further training.

At this point, no statement can be made as regards the way and time period in which competencies can be acquired within the framework of education and training programmes, what abilities constitute prerequisites, or what previously acquired competencies can be recognised. The weighting of individually defined fields of competence within concrete education and training programmes cannot be dealt with here either, due to the possibility of varying entry requirements. This should be decided on site, taking the particular character of relevant offerings into account.

The following recommendations are based, without it being stated explicitly in each case, on the fundamental differentiation between knowledge and ability, which is of central importance, particularly as regards social and personal competencies. This complies with the special character of evaluation, which is understood as a continuous, recursive process of practical application and reflection.

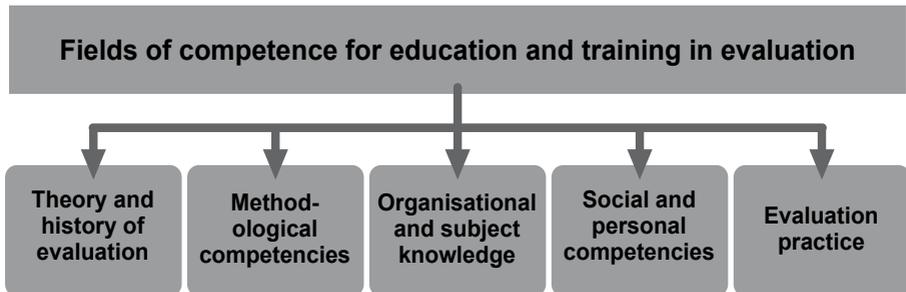
Fields of competence and standards for evaluation

The competencies described below, which are essential for the activities of evaluators, are based on the evaluation standards of the DeGEval – Gesellschaft für Evaluation and can be condensed to form four fields of competence:

1. Theory and history of evaluation
2. Methodological competencies
3. Organisational and subject knowledge
4. Social and personal competencies

In addition, the mediation of evaluation competencies should be tied to

5. Evaluation practice.



1. Knowledge about the theory and history of evaluation

A fundamental requirement of a professional evaluator is knowledge about important evaluation notions and definitions. Moreover, a conceptual understanding of the historical development of evaluation and of theoretical and methodological models is vital for the adequate appraisal of evaluation questions, of the opportunities and limitations of evaluations, and for professional implementation. The lack of theoretical basis of

evaluations is no small cause for criticism in many cases. Well-founded knowledge of the various methodological paradigms is also important as they imply differing evaluator roll perceptions, which are in turn relevant for the development of an evaluation design suitable for the problem. What is more, an evaluator should also have sufficient knowledge of the evaluation standards. Within the framework of education and training, these basic theoretical principles should be explored and consolidated using individual evaluation reports or examples taken from practice.

Knowledge in the field of competence ‘theory and history of evaluation’ is an essential foundation of professional evaluation activity, and is accordingly positioned within the introduction to the DeGEval standards. Furthermore, the need for adequate knowledge of the ‘theory and history of evaluation’ is also reflected explicitly in the utility standard U3 - ‘Evaluator Credibility and Competence’.

2. Methodological competencies

This is to be understood as the proper implementation of methods and instruments of data collection and analysis, as well as the organisation and resource handling of evaluations. It is thus primarily about knowledge of quantitative and qualitative methods of applied social research, yet also encompasses basic knowledge of project management. On the one hand, this facilitates the costing and processing of evaluation projects, and, on the other hand, it gives an insight into the economic structures of institutions or projects under evaluation.

As regards the evaluation standards, here a link is made especially with the accuracy standards – first and foremost with the standards ‘Valid and Reliable Information’, ‘Systematic Data Review’, and ‘Analysis of Qualitative and Quantitative Information’ (A5-A7) – but also with the feasibility standards – ‘Evaluation Efficiency’ (F3).

Finally, methodological competence is to be understood as the knowledge of evaluation procedures and issues of implementation themselves, and this area thus overlaps with the field of competence ‘organisational and subject knowledge’, as well as with the ‘theory and history of evaluation’. These competencies are linked with the utility and feasibility evaluation standards. On top of the selection of ‘Appropriate Procedures’ (F1), the ‘Clarification of the Purposes of the Evaluation’ (U2) can also be cited.

3. Organisational and subject knowledge

Organisational and subject knowledge refers first of all to extensive organisational understanding, which affords a systematic insight into the features, limitations and functions of organisations. This includes, for instance, forms of systems and allocation within organisations, their structures and programmes of activity, along with specific forms of interaction and communication in organisations.

The subject knowledge relevant for education and training can be broadly divided up into general and specific subject knowledge. Whilst, in addition to organisational knowledge, legal and administrative knowledge in particular can be classed as general subject knowledge, specific subject knowledge refers to the relevant areas of the evaluation, such as the fields of development cooperation, public administration, educational establishments or social services.

With regard to the evaluation standards, organisational and subject knowledge is a prerequisite for many individual aspects. This includes, in particular, 'Context Analysis' (A2), 'Stakeholder Identification' (U1), 'Clarification of the Purposes of the Evaluation' (U2), 'Transparency of Values' (U5), 'Evaluation Timeliness' (U7), 'Evaluation Utilization and Use' (U8), and, with reference to legal knowledge, 'Formal Agreement' (P1) and 'Protection of Individual Rights' (P2).

4. Social and personal competencies

For the education and training of professional evaluators, as well as for clients of an evaluation, the following questions arise: "What constitutes a professional evaluator?" and "How is their professionalism related to the quality to be expected of the evaluation?" It has been shown again and again that evaluations performed properly in terms of techniques and methodologies are no guarantee of their usefulness or effectiveness. Personal contact, the understanding and cooperation of evaluators with other stakeholders (colleagues, clients, affected persons and users), as well as self-management and problem solving, are essential criteria for success in terms of the utility, feasibility, propriety and accuracy of professional evaluations. This module thus supplements the competence modules that deal with evaluation theory, methods of inquiry and subject-related issues with fundamental competencies characteristic of the professional job performance of evaluators.

5. Evaluation practice

With regard to evaluation practice, we must consider not only insights into various fields of evaluation within the framework of practical training; rather, the gaining of practical insight should also serve to develop individual dimensions of the fields of competence set out above. Evaluation, understood not as a purely technical procedure, but rather as a development-oriented measure within social systems, is linked to what are described as social and personal competencies, which can in many cases only be acquired through operating in practice.

Fields of competence and standards for evaluation

Field of competence	Standards
Theory and history of evaluation	A3 Described Purposes and Procedures A8 Justified Conclusions A9 Meta-Evaluation U3 Evaluator Credibility and Competence
Methodological competence	F1 Appropriate Procedures F3 Evaluation Efficiency A4 Disclosure of Information Sources A5 Valid and Reliable Information A6 Systematic Data Review A8 Justified Conclusions A7 Analysis of Qualitative and Quantitative Information U2 Clarification of the Purposes of the Evaluation U3 Evaluator Credibility and Competence U4 Information Scope and Selection U7 Evaluation Timeliness

Field of competence	Standards
Organisational and subject knowledge	<ul style="list-style-type: none"> P1 Formal Agreement P2 Protection of Individual Rights A1 Description of the Evaluand A2 Context Analysis U1 Stakeholder Identification U2 Clarification of the Purposes of the Evaluation U5 Transparency of Values U7 Evaluation Timeliness U8 Evaluation Utilization and Use
Social and personal competencies	<ul style="list-style-type: none"> F2 Diplomatic Conduct F3 Evaluation Efficiency P3 Complete and Fair Investigation P4 Unbiased Conduct and Reporting P5 Disclosure of Findings A1 Description of the Evaluand U2 Clarification of the Purposes of the Evaluation U3 Evaluator Credibility and Competence U5 Transparency of Values U6 Report Comprehensiveness and Clarity U8 Evaluation Utilization and Use

Fields of competence and dimensions

The respective fields of competence can have dimensions assigned to them, which should be directive in the development of concrete education and training programmes.

1. Theory and history of evaluation

The 'theory and history of evaluation' field of competence imparts essential basic knowledge required for a professional job as an evaluator, and can be divided up into four dimensions: a) basic principles of evaluation and evaluation research, b) knowledge of evaluation history as well as of c) various evaluation models, and d) knowledge of the evaluation standards.

a) Basic principles

A crucial requirement for the successful work of any evaluator is knowledge of the definitions of central notions in the context of evaluation and evaluation research. Of significance here is the presentation of central characteristics of evaluations, in particular the setting out of similarities and differences relative to basic scientific research. In addition, evaluation is to be distinguished from related concepts such as performance reviews, controlling and quality management. Within the framework of education and training, the various functions of evaluations (insight, legitimation, control, learning, dialogue and management functions) should also be dealt with. A further central subject area which should be imparted is the various dimensions of evaluations: crucial here is the classification of evaluations according to the different project phases of the policy cycle (when is the evaluation carried out?), the resulting cognitive interest (analysis for policy/science for action), the evaluation concept (formative/summative), and the analytical perspective (ex-ante, ongoing, final, ex-post).

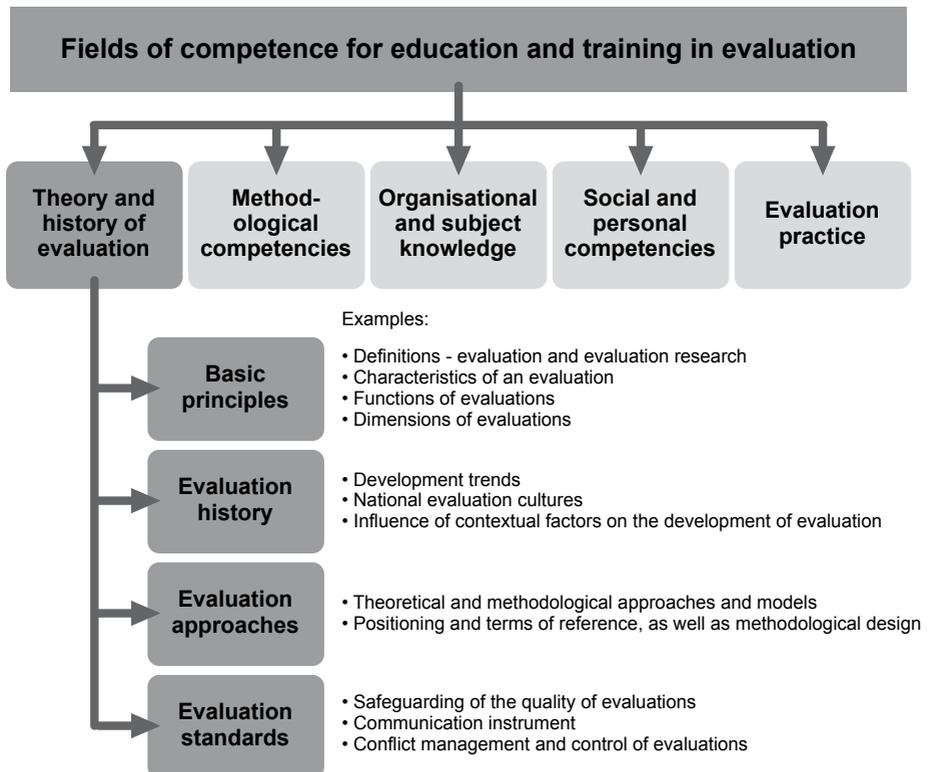
b) Evaluation history

In the area of evaluation history, broadly speaking two historically distinct lines of development can first of all be distinguished, in the European and US American spheres. In Europe especially, different lines of development can be recognised, which have

been strongly influenced by the relevant national-level development. The development of evaluation – in particular in Germany relative to and distinct from Europe and the USA – is an important element of education and training, as it has led to different theoretical approaches to, and types of institutional embedding of, evaluation in different areas. Different evaluation cultures can be seen in particular in Anglo-Saxon and continental European countries.

c) Evaluation approaches

A fundamental understanding of theoretical and methodological approaches is essential for the adequate appraisal of evaluation questions, as well as of opportunities and limitations, and for the professional performance of evaluations. Different forms and models of evaluation have differing suitability for solving certain problems. An important task of the evaluator is thus to select the appropriate approach for the relevant evaluation project. This requires a basic understanding of the links between object,



question, concepts and methods, which in turn demands correspondingly broad basic conceptual knowledge.

d) Evaluation standards

The evaluation standards should ensure the quality of evaluations, by providing concrete instructions for the planning and implementation of evaluation projects. In addition, they should serve as an instrument of dialogue and a technical reference point within professional evaluations: for example in the communication of evaluators with clients, target audiences and a wide group of stakeholders. It is recommended that, within the framework of education and training, knowledge of the origins and contents of the DeGEval standards, as well as other standards and guidelines, are imparted as a basis for evaluation activity. 'Meta-issues' of evaluation, such as the intercultural transferability of evaluation standards and models, or 'evaluation ethics', should also be dealt with.

2. Methodological competencies

Methodological competence in the sense mentioned above can be divided into five dimensions: a) main features of applied social research and test design, b) data collection, c) statistical knowledge, d) data processing, data formatting and interpretation, and e) knowledge of project organisation.

a) Main features of applied social research and test design

The main features of applied social research covers an introduction to the history of applied social research, the planning of empirical tests, basic principles of scientific theory, and issues concerning the relationship between theory and applied research practice with reference to the field of evaluation.

Here, in particular the development of test designs and the issue of their field-specific suitability come to the fore. A vital prerequisite for a successful evaluation is to present and discuss different types of evaluation questions, approaches and designs, as well as to deal with predictors, causality and associated procedures. With the selection of test designs, preliminary decisions are made regarding the whole evaluation process that are hardly, or not at all, reversible.

b) Data collection

Data collection in evaluation should satisfy the demand for methodological variety, and education and training should comprise standardised and non-standardised instruments, as well as quantitative and qualitative procedures. In developing collection instruments, primarily issues of field-specific suitability and the opportunities and limitations of individual collection methods and instruments should be in the foreground. Furthermore, in addition to issues of the structure of collection instruments and the opportunities offered by the scaling of indicators, education and training should provide a comprehensive insight into existing collection instruments from the fields of practice of evaluation, so that evaluations can draw on proven instruments to a greater degree than previously.

Of particular importance is empirical operationalisation, in the sense of the formation of indicators and key data, in order to develop (field-specific) criteria for the measurement of quality.

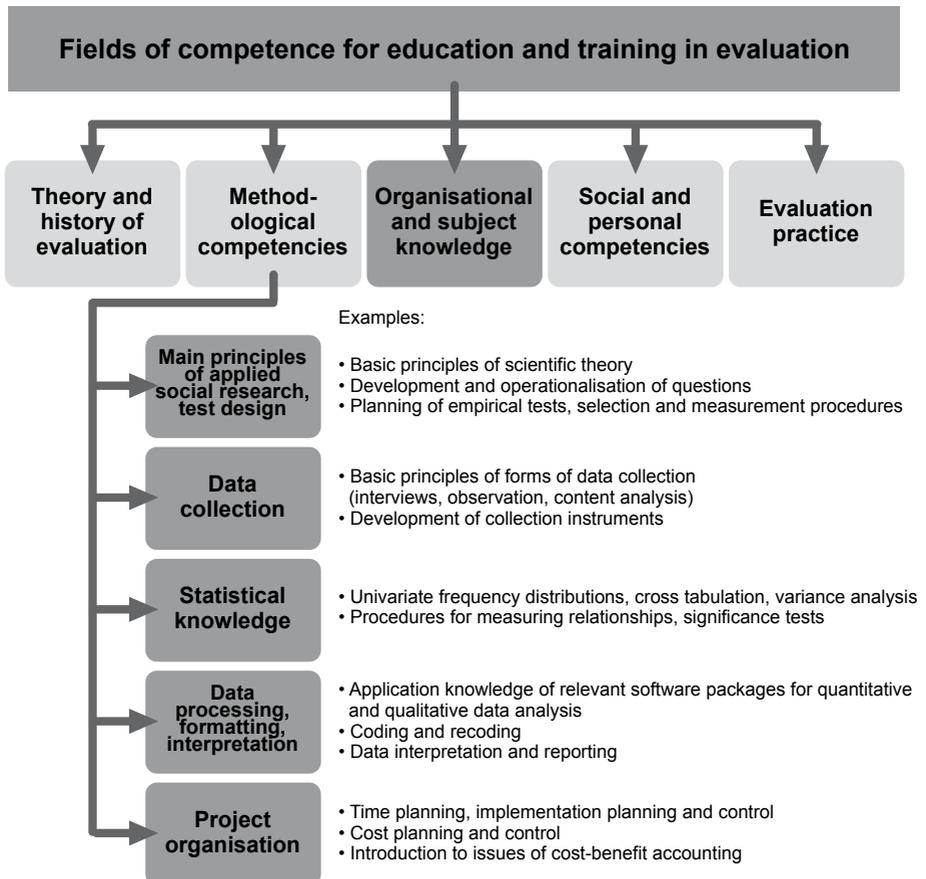
c) Statistical knowledge

Dealing with descriptive statistics within education and training in evaluation should, due to the frequently low number of cases, lead first and foremost to the sensible use of frequency distributions and average value calculations. Here, with regard to frequency distributions and average values, for example, the treatment of quantiles should receive particular attention.

Inferential statistics procedures are rarely employed, due to the limitations that evaluation processes are often subject to (low number of cases, specific marginal conditions of the programme under evaluation that can only be generalised with considerable reservations, lack of random samples). It is nevertheless advisable that education and training imparts advanced statistical knowledge in the form of inferential statistical and multivariate procedures. Only in this way can evaluators judge the adequacy or relevance of methods employed. At the same time, based on the premises mentioned, particular value should be placed on learning about dealing with methodological problems stemming from a low number of cases.

d) Data processing, formatting and interpretation

On top of knowledge of how to use common data processing software programmes – for instance statistical programmes such as MS Excel, SAS, SPSS or Stata, as well as programmes for analysing qualitative data such as WinMAX or AtlasTi – data formatting and interpretation have a prominent role in evaluation. Attention should be given first of all to issues of coding and recoding, which are of particular importance in evaluation because differing methodological approaches and, in the same vein, both qualitative and quantitative methods are employed. Especially when using qualitative methods, issues of context analysis, along with the position of the evaluator in the process of data collection and interpretation, should be dealt with. This applies all the more if formative evaluations are carried out, which by definition do not permit any clear-cut distinction between data collection and consultation.



In addition, considerable significance is attached to the interpretation and presentation of data (reporting). Just as the fundamental demand is made on the presentation of scientific results that they should also be accessible to lay people, this applies especially to evaluations, as the target audiences of evaluation reports usually have limited methodological knowledge. With this in mind, particular demands are made on the wording of empirical results, as well as on the disclosure of methods and their explanatory power. This aspect enjoys great significance, as evaluation is linked directly to fields of practice, and the presentation of results should lead to forms of quality, organisational or programme development.

e) Knowledge of project organisation

Evaluations normally have the status of projects, meaning that the mediation of basic project organisation and project management knowledge is important for education and training. This includes knowledge of the organisational process of projects (methods of time and implementation planning and control), as well as of the costing of evaluation procedures (methods of cost planning and control, and of cost-benefit accounting).

3. Organisational and subject knowledge

Organisational and subject knowledge can be divided into three dimensions, with the first two dimensions covering general organisational and subject knowledge, which are supplemented with the specific subject knowledge dimension. The dimensions are: a) organisational knowledge, b) legal and public administration knowledge, and c) specific subject knowledge. In all cases, the objective is to impart knowledge that allows learners to put themselves in the institutional position of those under evaluation within data collection, dialogue and presentation situations, and to be able to understand the particular structures of their respective fields of activities.

a) Organisational knowledge

Organisational knowledge plays an important role in evaluation, as evaluations usually either involve organisations as frameworks or themselves deal with organisations and their development. Considering different 'definitions' of organisation or the 'differentiation of organisations' relative to institutions and other social systems is thus

a fundamental requirement of all education and training. In this context, for adequate treatment of issues of organisation, the mediation of basic principles of organisational theory, and thus also of organisational workings and change, is indispensable. The purpose of this knowledge is, firstly, to obtain an understanding of the logic of organisations, and secondly, to prepare for the exchange between evaluators as organisational consultants on the one hand and those in receipt of advice on the other, on the suitable practical understanding of functions and impacts of organising. Using differing views and emphases vis-à-vis organising processes, the problems of cooperation or non-compliance are also dealt with.

A further area to be covered – ‘activity vs. structure’ – continues this theoretical discussion for practical purposes in a focussed way. Theoretical training provides recipients with diagnostic judgement for central questions of unwanted developments and reorganisation in the day-to-day business of evaluation consultation. Of interest here are, in particular, the understanding of difficult-to-influence framework conditions of activities (structures) on the one hand, and, on the other hand, the opportunities for freedom in design interventions (activities).

A third area – ‘interaction/communication’ – should prepare learners theoretically for a level of design freedom in reorganisation processes in organisations, which enjoy prominent importance in practice. A theoretical grasp of such processes facilitates practical recommendations when bringing together individual activities to form consolidated new commitments.

b) Legal and public administration knowledge

The mediation of legal and public administration knowledge continues evaluator training in detail. An introduction to law or to selected branches of law should accommodate the fact that virtually all organisational processes, and especially their alteration, have legal requirements and consequences. The problem of providing corresponding training lies particularly in being able to find a summary of appropriate content in teaching syllabuses and books. The monopoly of complete legal training blocks the necessary detailed dissemination of relevant knowledge within special units of mediation.

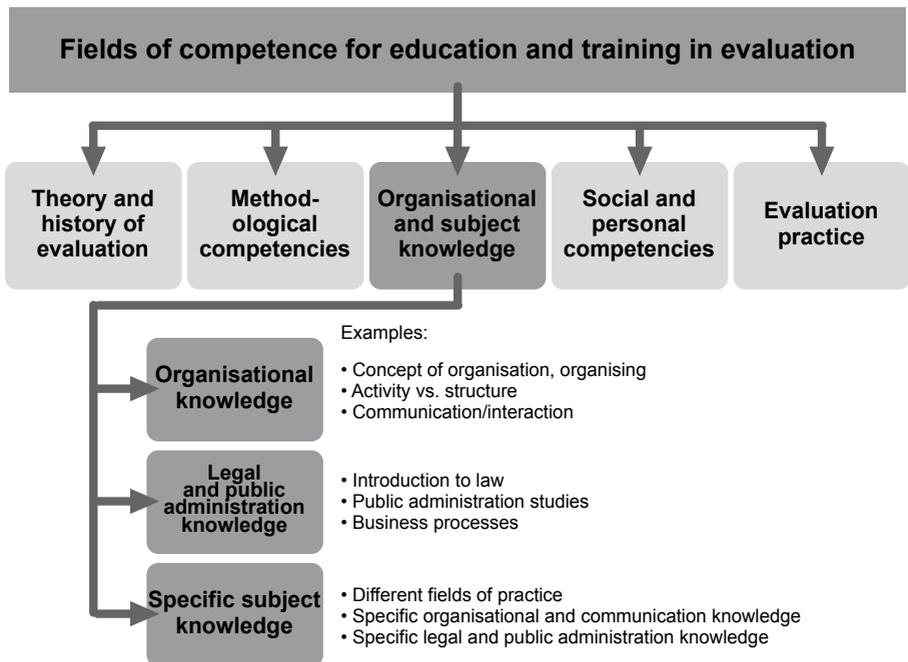
In addition, knowledge in the area of ‘public administration studies in its structure and processes’ is necessary. Organisation is directly linked with processes of bureaucratisation. All knowledge and criticism of these processes is based on the fact that

fundamental processes of reorganisation are always associated with prior knowledge of the processes and possible changes.

Also in the context of this dimension are the various forms of association and company, as well as typical 'business processes' within organisations. In organisation practice, the processing of old and possibly newly designed goals plays a major legal role. With corresponding detailed knowledge, many demands and proposals can be rebuffed, accepted or modified using suitable arguments. This greatly supports the acceptance and appreciation of evaluation specialists.

c) Specific subject knowledge

Due to the different fields of application of evaluation, and the heterogeneous areas of work of evaluators, the specialist subject knowledge to be obtained for evaluation within the course of education and training cannot be bound to a standard body of knowledge. However, it plays a crucial role in education and training, representing concrete practical knowledge within primary training or a subsequent, specialist further training course. In other words: the general subject knowledge described above requires a concrete reference to specific organisational structures, as well as to legal



and public administration frameworks, in individual evaluation fields. In this sense, in evaluation education and training, subject knowledge should be imparted as an example and if possible with reference to at least two fields of evaluation. Even if reference to evaluation practice seems obvious, the mediation of specific subject knowledge is primarily about obtaining an insight into fields of evaluation, without demanding practical training itself.

4. Social and personal competencies

The field 'social and personal competencies' can be divided up into the following five dimensions: a) social competence, b) communicative competence, c) cooperative competence, d) self-management competence, and e) learning and problem-solving competence.

The term 'social and personal competence', and the explanations for all the following dimensions, refer to the importance of personality, value orientation and attitudes. Communicative, social and cooperative competencies in particular are closely related to one another and to one's own stance towards self and others. In the education and training of evaluators there is thus always the need to enable self-awareness of and feedback on one's own actions within practical exercises. Only in this way can the mediation of practical knowledge and skills be supplemented with the advancement for the personality of the evaluator.¹

a) Social competence

Social competence, understood as a central key qualification, enables the collaboration with others to be arranged in such a way that positive and negative consequences

¹ In accordance with this, education and training in general, and particularly that of social and personal evaluator competencies, should exhibit the following central quality features (cf. Dickmeis 1999; Döring, Ritter-Mamczek & Haders 1998; Evers 2000; Greif 1996): practical, realistic exercises that enable "learning by doing" and (self-)awareness have high importance, e.g. through participant-oriented case work; the type of training (e.g. teaching methods and settings) is compatible with the contents, in order to facilitate model learning; the emotions and motivations of participants are incorporated; perspective and role variety in evaluations are contained within exercises; interactive small group work; visualisation of concepts, models and structures to be imparted; continual feedback and process reflection.

In this way, a professional approach can be promoted, which is recognisable by its conscious, conceptualised action, appreciative and respectful encounters, and technical methodological standards for satisfactory evaluation activity.

are in favourable proportion to one another over the long term. Here, only those knowledge and skills are understood as social competence that enable evaluators to develop and shape a purposeful working relationship with other stakeholders, characterised by mutual appreciation and respect. The formation of such working relationships is fundamental for many of the standards, in particular for utility and propriety, and during the functional phases of design, information retrieval and reporting. Social competence takes on additional significance in intercultural and interdisciplinary contexts, in which different languages, cultural backgrounds and values impede the development of a respectful and purposeful working relationship.

Of central importance here are the areas of development and arrangement of contacts, adoption of perspectives, and empathy, as well as feedback and conflict management ability.

b) Communicative competence

During important functional evaluation phases, e.g. when clarifying the terms of reference and expectations, collecting data and presenting results, it is necessary to communicate with various groups of people. Here, communication not only serves factual understanding, but also the formation of relationships (development of trust and acceptance, agreement of roles and pursuit of interests) and the role taking of an unbiased third party, who, for the purposes of process support, enables the articulation of affected parties and persons. For the professional operation of evaluators, it is thus important to perceive communication in a sophisticated manner (structures, processes and conditions), to know about various influences on communication (e.g. value orientations, mental models, posture and power), and to be able to apply different basic forms of communication in a goal-oriented way. This requires knowledge of fundamental communication theories, for instance of typical patterns of expected reactions by persons affected within social processes, and the ability to transfer it into situations of interaction.

Against this background, the areas of communication theory and practice (listening and talking, reading and writing) are of particular relevance.

c) Cooperative competence

Cooperative competencies are always demanded if mutual, frequently interdisciplinary support or collaboration, i.e. interaction within the evaluation team – or with external

cooperation partners – and with other stakeholders of the evaluation, is of central importance. The configuration of social interactions is in turn important for the utility and feasibility standards in the functional phases of the definition of the evaluation problem, information acquisition and evaluation reporting.

Given growing international orientation, for example within the framework of projects carried out at a European level, intercultural competence is also a necessary requirement for collaborations in the field of evaluation (see also a) social competence and b) communicative competence).

Of central importance here are the areas presenting and moderating, negotiating, and cooperation and group working.

d) Self-management competence

The managing of complex evaluation projects requires evaluators to display long-term, goal-oriented planning and coordination of different procedural steps. For this, multi-faceted appraisals and decisions are necessary with regard to the mandate, feasibility, and time, personnel and resource demands. One's own activities in the course of evaluation implementation must be managed in such a way that, in spite of unforeseeable obstacles or errors of judgement, and despite competing needs and other projects, the purposes and goals of an evaluation are achieved with the resources available.

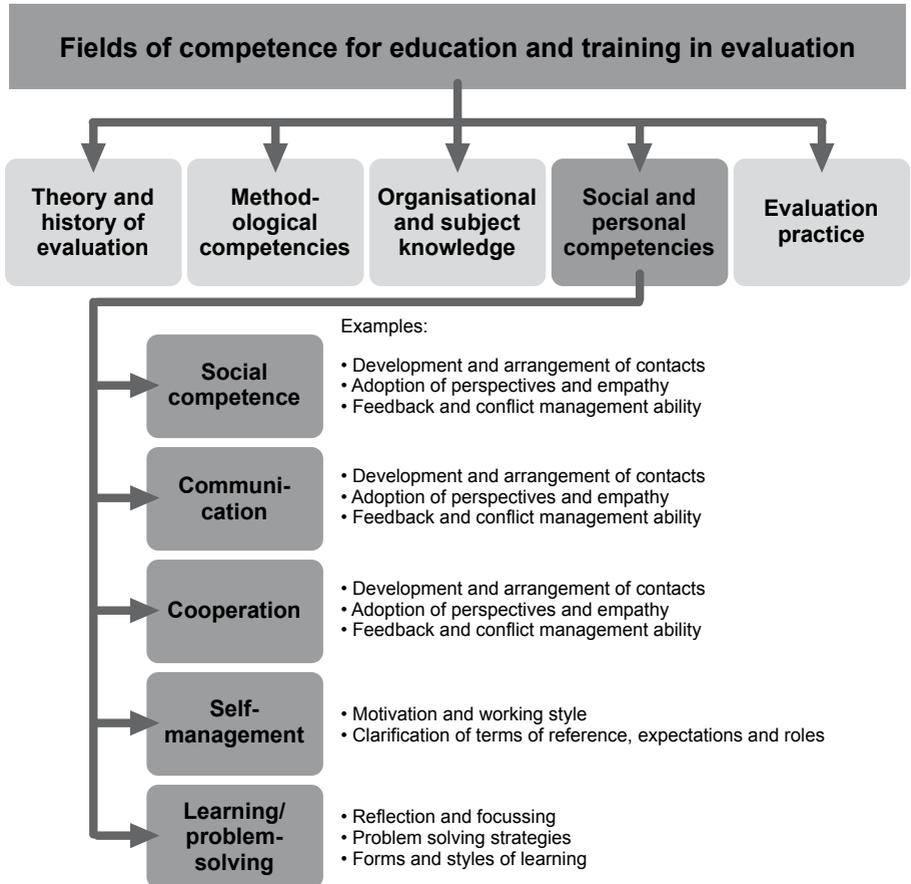
Self-management competence is thus especially relevant to the utility and feasibility standards. It is complemented by project organisation competence (cf. 2e), which is focussed principally on issues of project management from an economic perspective. In this context, the areas of motivation and working style, as well as the clarification of mandates, expectations and roles, are to be covered within the framework of education and training.

e) Learning and problem solving competence

Multi-faceted requirement profiles and frequently socially-constructed subjects of evaluation require that socio-cultural particularities (e.g. national culture, organisational culture) are reflected upon, that complexity in planning is sensibly reduced by developing focus, that evaluation approaches and methods are adapted, and that recommendations are designed in a useful way. Especially within responsive or formative evaluations, evaluators are expected to solve problems in the short-term too, and to

make adjustments in the evaluation process (e.g. changing the subject of evaluation). Learning and problem solving competence is therefore particularly relevant for the standards utility, feasibility and accuracy.

Against this background, the areas of reflection and focussing, problem solving strategies, and forms and styles of learning deserve particular consideration.



5. Evaluation practice

‘Evaluation practice’ should facilitate a combination of knowledge and skills in terms of the ability to apply knowledge competencies that have been obtained. Moreover, it should bring together the fields of competence because evaluation is characterised in particular by the fact that, in practice, the simultaneous use of different competencies is demanded.

‘Evaluation practice’ is understood primarily as the acquisition of competencies in the course of practical training, as a form of systematic introduction to fields and tasks of evaluation.

‘Evaluation practice’ – although directly linked to the fields of competence outlined above – cannot be readily broken down into individual dimensions; rather, it is to be divided up along fundamental requirements that relate to the scope of practical experience, the quality of trainers, and the participation in various phases of evaluation. Within the framework of – if necessary short – practical training periods, experience of application using the example of a project should not be a compelling requirement. Based on the premise that practical training should give introductory experience of evaluation practice, and at the same time an overview of several evaluation phases, the participation of trainees in various evaluations during different phases is usually preferable.

a) Scope

Although the quantity of practical training does not ensure certainty as to its quality, due to the particular nature of evaluation relatively long periods of practical training are to be recommended. Evaluation is distinguished by the fact that it requires specific competencies, which only become adequate evaluation competencies through their specific combination and interpretation in practice, to a greater extent than in other fields of social science. Moreover, the heterogeneity of fields of practice and evaluation methods applied make it advisable for practical competencies to be obtained within at least two evaluation fields. Based on this premise, periods of practical training of six weeks each in at least two fields of evaluation are to be recommended. There should also be the possibility here of giving credit for professional evaluation experience already gained.

b) Quality of trainers

The quality of trainers, or institutions in which practical training can be carried out, have great importance. For the field of evaluation, the problem arises here that no explicit job description for an evaluator has existed up to now. Quality expectations of practical training places can thus not be derived from a formal qualification, as can be done in other fields, but can rather only be reached indirectly through criteria. Among these is, most importantly, evidence of sufficient experience in the field of evaluation. Practical training units should consequently have been performing evaluations for a considerable time in one or more fields, as well as having personnel who have corresponding experience of evaluation. Furthermore, they should usually be involved in all successive phases of evaluation, and not only be assigned with individual aspects of evaluation procedures. The institutions should have an elaborate practical training concept, or develop one, which deals in particular with competencies to be imparted and the resources available for achieving this.

c) Evaluation phases

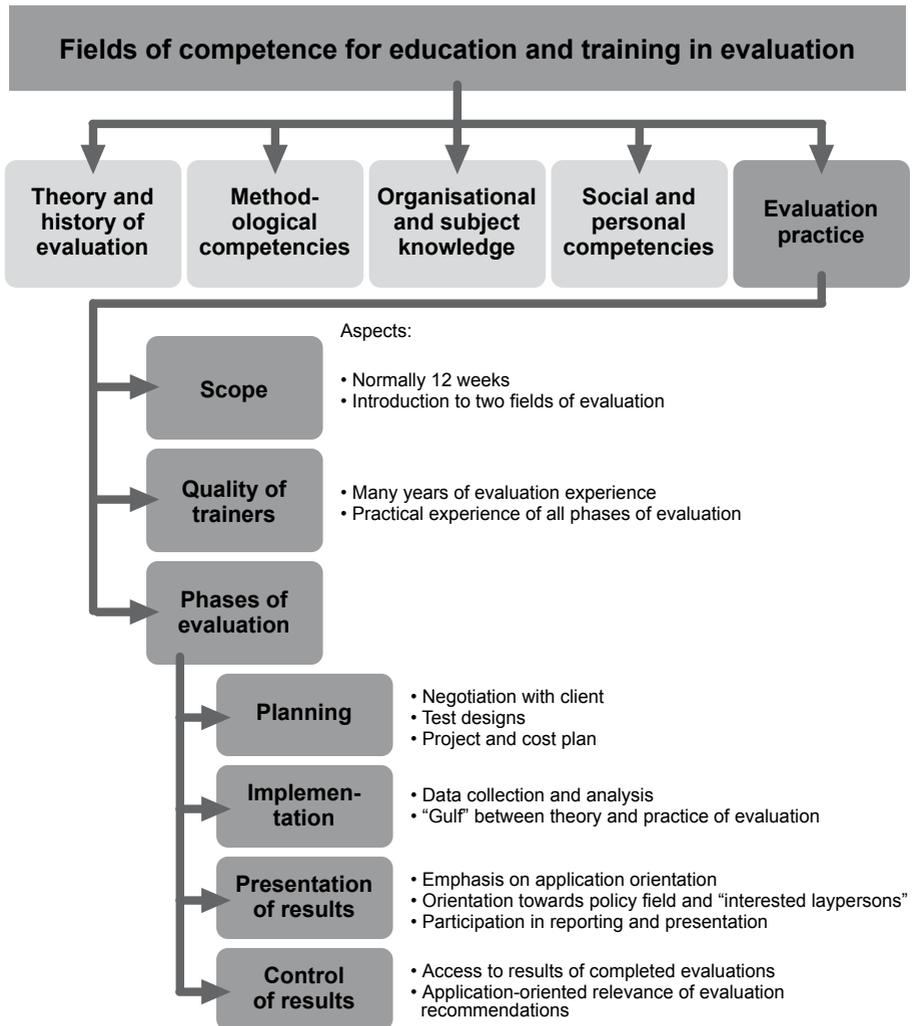
Planning of evaluations

Practical training should provide trainees with the opportunity of being involved as early as during the planning of evaluation procedures. This is to be understood in particular as participation in negotiations with possible clients, the conceptualisation of the evaluation or the development of the evaluation design, cost and project planning, and where applicable personnel recruitment. Considering the previous recommendations, during this phase of practical training, introductory experience of aspects from all fields of competence should be possible. Within the course of the conceptualisation of the evaluation process, for example, theoretical and subject-specific background knowledge can be drawn upon, and, with regard to cost and project planning, in a further sense methodological knowledge – especially economic knowledge – can be applied. Finally, preliminary talks and negotiations with clients allow social and personal competencies to be learnt or put to use.

Implementation of evaluations

The implementation of evaluations is linked especially with organisational and subject knowledge, methodological knowledge, and social and personal competencies. Consequently, practical training should provide an introduction to organisational structures

and the political implications of the relevant evaluation field, as well as mediating field-specific background information that goes beyond this. Related to this, the methodological knowledge set out should be applied in the course of practical training in the form of the development of test designs and the operationalisation of questions, and within data collection and analysis. Here, insights into the practice of quantitative as well as qualitative methods of inquiry should if possible be facilitated. It also appears important that in particular the “gulf” between methodological knowledge and its practical application under conditions of defined time and human resources, as well as given concessions to project and programme designs, can be experienced.



Presentation of evaluation results

Evaluation, and especially the application and relevance of evaluation results, is dependent upon appropriate written and oral presentation. This is truer of evaluation than other academic disciplines, as it implies less application in an academic context, and more utilisation in a practical, often political context. Evaluation is application-oriented, and thus has an advisory character, which makes it sensible to include recommendations for action when producing reports. The presentation of evaluation results should give consideration to interested laypersons. These particular demands on evaluation reports, which have only been briefly outlined here, suggest that the creation of reports should be given special attention within the framework of practical training, especially as experience has shown that reporting represents a particular hurdle for job entrants in the field of evaluation. In addition, trainees should be given the opportunity of setting out evaluation results in the form of presentations, or at least of being involved in preparing the presentations.

Control of results

Assuming that, in addition to its appraisal function, evaluation in most cases also has development character and is often associated with impact and implementation research, insights should be given within practical training into the consequences of projects and programmes, and the subsequent recommendations stemming from evaluations. Here one should think of evaluation-specific issues, such as the transferability and sustainability of programmes. Institutions within which practical evaluation training can be carried out should thus allow trainees access to the results, application and effects of recommendations from completed evaluations. Experience has shown that the retrospective practical relevance of evaluation results represents useful support for future evaluation practice, by giving appropriate insights into the political application process, as well as into the opportunities and limitations of evaluation.

Summary

The recommendations of the DeGEval - Gesellschaft für Evaluation set out above should offer an orientation framework for the development of programmes and modules for evaluation education and training, and should contribute in the medium term to the professionalisation of evaluators, and thus to quality improvement and assurance in evaluation. With primary reference to subject and organisational knowledge, they require more precise formulation, in order to accommodate the particularities of the respective areas of evaluation. This work is still to be done, following on from the recommendations already set out. Consequently, the modules and their respective dimensions – summarised once again below – are not to be taken as exhaustive.

A contributory factor here is that the most important task in the training of evaluators is the bringing together of various competencies in one person, encompassing theory and practice, knowledge and ability, which is very hard to achieve within the framework of the modules described alone. Evaluation is in many ways a cross-sectional science, as on top of different fields of activity, it always simultaneously requires theoretical and methodological background knowledge and direct practical application. With this in mind, education and training in evaluation can impart basic principles. In evaluation, however, it is normally not sufficient to simply have excellent methodological, theoretical, organisational and subject-specific training, or to have outstanding social and personal competencies. A purely practical approach is likewise not enough. What is needed is to create a synthesis between these various skills, in order to be able to thrive in a field that is frequently characterised by the simultaneity of different political and scientific intentions.

Fields of competence and dimensions

Evaluation theory and history

Basic principles	›	Definitions – evaluation and evaluation research
	›	Characteristics of an evaluation
	›	Functions of evaluations
	›	Dimensions of evaluations
Evaluation history	›	Development trends
	›	National evaluation cultures
	›	Influence of contextual factors on the development of evaluation
Evaluation approaches	›	Theoretical and methodological approaches and models
	›	Positioning and terms of reference, methodological design
Evaluation standards	›	Safeguarding of the quality of evaluation
	›	Communication instrument
	›	Conflict management, control of evaluations

Methodological competencies

Main principles of applied social research and test design	›	Development and operationalisation of questions
	›	Planning of empirical tests, selection and measurement procedures
Data collection, formatting and interpretation	›	Basic principles of methods of inquiry
	›	Development of data collection instruments
Statistical knowledge	›	Univariate frequency distributions, cross-tabulation, variance analysis
	›	Procedures for measuring relationships, significance tests
Data analysis	›	Knowledge of the application of software packages for quantitative and qualitative data analysis
	›	Coding and recoding
	›	Data interpretation and reporting

Methodological competencies

- | | |
|----------------------|--|
| Project organisation | › Time planning, implementation planning and control |
| | › Cost planning and control |
| | › Introduction to issues of cost-benefit accounting |

Organisational and subject knowledge

- | | |
|------------------------------------|---|
| Organisational knowledge | › Concept of organisation, organising |
| | › Activity vs. structure |
| | › Communication and interaction |
| Legal and administrative knowledge | › Introduction to law |
| | › Public administration studies |
| | › Business processes |
| Specific subject knowledge | › Different fields of practice |
| | › Specific organisational and communication knowledge |
| | › Specific legal and public administration knowledge |

Social and personal competencies

- | | |
|---|---|
| Social competence | › Development and arrangement of contacts |
| | › Adoption of perspectives and empathy |
| | › Feedback and conflict management ability |
| Communicative competence | › Communication theory |
| | › Practice I: Listening and talking |
| | › Practice II: Reading and writing |
| Cooperative competence | › Presenting and moderating |
| | › Negotiating |
| | › Cooperation and group working |
| Self-management competencies | › Motivation and working style |
| | › Clarification of terms of reference, expectations and roles |
| Learning and problem solving competence | › Reflection and focussing |
| | › Problem solving strategies |
| | › Forms and styles of learning |

Evaluation practice	
Scope	<ul style="list-style-type: none"> › Normally 12 weeks › Introduction to two fields of evaluation
Quality of trainers	<ul style="list-style-type: none"> › Many years of evaluation experience › Practical experience in all phases of evaluation
Evaluation phases	<ul style="list-style-type: none"> › Planning (negotiation with clients, test design, project and cost plan) › Implementation (data collection and analysis, “gulf” between theory and practice of evaluation) › Presentation of results (application orientation, orientation towards policy field and “interested laypersons”, reporting and presentation) › Control of results (access to results of completed evaluations, application-oriented relevance of evaluation recommendations)

Literature

The following recommended literature should give an introduction to the modules outlined above, and is by no means to be understood as a complete list of relevant works on education and training in evaluation.

Basic introductions and standard works on the topic of evaluation

Beywl, W. (1988). Zur Weiterentwicklung der Evaluationsmethodologie. Grundlegung, Konzeption und Anwendung des Modells der responsiven Evaluation. Frankfurt a.M. u.a.: Lang.

Boyle, R., Lemaire, D. (1999). Building Effective Evaluation Capacity: Lessons from Practice. New Brunswick.

DeGEval– Gesellschaft für Evaluation e.V. (Hrsg.) (2002). Standards für Evaluation. Köln: DeGEval.

Guba, E. & Lincoln, Y. (1989). Fourth Generation Evaluation. Beverly Hills.

Heiner, M. (Hrsg.) (1988). Selbstevaluation in der Sozialen Arbeit: Fallbeispiele zur Dokumentation und Reflexion beruflichen Handelns. Freiburg: Lambertus.

Heiner, M. (Hrsg.) (1998). Experimentierende Evaluation. Ansätze zur Entwicklung lernender Organisationen. Weinheim: Juventa.

Hellstern, G. & Wollmann, H. (1983). Evaluierungsforschung. Ansätze und Methoden dargestellt am Beispiel des Städtebaus. Basel, Stuttgart.

Hornbostel, S. (1997). Wissenschaftsindikatoren: Bewertung in der Wissenschaft. Opladen: Westdeutscher Verlag.

Joint Committee on Standards for Educational Evaluation, Sanders, J. R. (Hrsg.) (2000). Handbuch der Evaluationsstandards. Die Standards des „Joint Committee on Standards for Educational Evaluation“. Opladen: Leske & Budrich.

Kromrey, H. (2001). Evaluation – ein vielschichtiges Konzept. Begriff und Methodik von Evaluierung und Evaluationsforschung. Empfehlungen für die Praxis. Sozialwissenschaften und Berufspraxis, 24(2), S. 105–131.

Lipsey, M.W. (2000). Metaanalysis and the learning curve in evaluation practice. In: American Journal of Evaluation 21-2, S. 207–212.

Owen, J. M. & Rogers, P. J. (1999). Program Evaluation. Forms and Approaches. London. Sage.

Patton, M. Q. (1997). Utilization-Focused Evaluation. The New Century Text. Thousand Oaks: Sage.

Rossi, P. H., Freeman, H. E. & Lipsey, M. W. (2000). Evaluation. A Systematic Approach. Thousand Oaks: Sage.

Sanders, J.R. (2000). Handbuch der Evaluationsstandards. Opladen: Leske & Budrich.

Scriven, M. (1991). *Evaluation Thesaurus*. Newbury Park u.a.: Sage.

Shadish, W. R. Jr., Cook, T. D. & Leviton, L. C. (1991). *Foundations of Program Evaluation: Theories of Practice*. Newbury Park, CA: Sage.

Stockmann, R. (Hrsg.) (2000a). *Evaluationsforschung. Grundlagen und ausgewählte Forschungsfelder*. Opladen: Leske & Budrich.

Stockmann, R. (2002): Qualitätsmanagement und Evaluation – Konkurrierende oder sich ergänzende Konzepte? *Zeitschrift für Evaluation*, 1(2), S. 209–243.

Stufflebeam, D. L. (2001). *Evaluation Models. New Directions for Evaluation*, 89. San Francisco: Jossey Bass.

Stufflebeam, D. L., Madaus, G. F. / Kellaghan, T. (2000). *Evaluation Models*. Boston: Kluwer.

Weiss, C.H. (1998). *Evaluation: Methods for Studying Programs and Policies*. Upper Saddle River, NJ: Prentice Hall.

Wittmann, W. (1985). *Evaluationsforschung. Aufgaben, Problem und Anwendungen*. Berlin: Springer.

Worthen, B.R., Sanders, J.R. & Fitzpatrick, J.L. (1997). *Program Evaluation: Alternative Approaches and Practical Guidelines*. New York: Longman.

Wottawa, H. & Thierau, H. (1998). *Lehrbuch Evaluation*. Bern: Hans Huber.

Literature on the subject of education and training in evaluation

Altschuld, J. W. & Engle, M. (Hrsg.), *The Preparation of Professional Evaluators: Issues, Perspectives, and Programs (New Directions for Program Evaluation 62)*. San Francisco: Jossey Bass.

Brandt, T. (2002). *Qualifikationsanforderungen für Evaluatoren – Überlegungen zur Entwicklung eines Ergänzungsstudiums Evaluation*. Freie Universität Berlin: Diplomarbeit.

Davis, B.G. (Hrsg.) (1986). *The Teaching of Evaluation Across the Disciplines (New Directions for Program Evaluation 29)*. San Francisco: Jossey Bass.

Hennen, M. (2002). Die Module Organisationswissen und Feldkenntnisse. In: *Zeitschrift für Evaluation* 1, S.189–196.

Hennen, M. & Schmidt, U. (2001). Aus- und Weiterbildung in der Evaluation. In: *Deutsche Gesellschaft für Evaluation (Hrsg.): Evaluation. Reformmotor oder Reformbremse*. Köln, S. 31–34.

Scheffler, D. (2002). Basiskompetenzen professioneller EvaluatorInnen – ein Modul zur Aus- und Weiterbildung in Evaluation. In: *Zeitschrift für Evaluation* 2, S. 343–352.

Schmidt, U. (2002). Methodenkompetenz in der Evaluation. In: *Zeitschrift für Evaluation* 1, S.197-202.

Literature on methods of applied social research

Diekmann, A. (2001). *Empirische Sozialforschung. Grundlagen, Methoden, Anwendungen*. Reinbek: Rowohlt, 7. Aufl.

Flick, Uwe (2000). *Qualitative Forschung. Theorie, Methoden, Anwendungen in Psychologie und Sozialwissenschaften*. 5. Aufl. Reinbek: Rowohlt

Kromrey, H. (2000). *Empirische Sozialforschung*. Opladen: Leske & Budrich, 9. Aufl.

Schnell, R., Hill, P.B. & Esser, E. (1999). *Methoden der empirischen Sozialforschung*. 6. Aufl. München: Oldenbourg

Literature on social and personal competence

Dickmeis, Claudia (1999). Supervision und Training - zwei Seiten derselben Medaille? Möglichkeiten und Grenzen der Verbindung von Supervision und Training vor dem Hintergrund der Erweiterung sozialer Kompetenz. In: Kuehl, Wolfgang & Schindewolf, Regina (Hrsg.), *Supervision und das Ende der Wende. Professionelle Kompetenzentwicklung in den neuen Bundesländern*, Opladen (Series: Focus Soziale Arbeit): Leske + Budrich, Band 3, S. 269–283.

Döring, K.W., Ritter-Mamczek, B. & Haders, P.-U. (1998). *Die Praxis der Weiterbildung*. Einheim (2. überarb. Aufl.): Deutscher Studienverlag.

Evers, R. (2000). *Soziale Kompetenz zwischen Rationalisierung und Humanisierung – eine erwachsenenpädagogische Analyse*. (Dissertation). Münster: Lit. Verlag.

Fisch, R., Beck, D. & Englich, B. (Hrsg.) (2001). *Projektgruppen in Organisationen – Praktische Erfahrungen und Erträge der Forschung*. Göttingen: Hogrefe.

Greif, S. (1996). Teamfähigkeiten und Selbstorganisationskompetenzen. In: Greif, S. & Kurtz, H.-J. (Hrsg.): *Handbuch selbstorganisierten Lernens*, S.161–178. Göttingen: Verlag für Angewandte Psychologie.

Gürs, M. & Nowak, C. (1995). *Das konstruktive Gespräch. Ein Leitfaden für Beratung, Unterricht und Mitarbeiterführung mit Konzepten der Transaktionsanalyse*. 3. Aufl. Meezen: Limmer Verlag

Steiger, T. & Lippmann, E. (Hrsg.) (1999). *Handbuch angewandte Psychologie für Führungskräfte*, 2 Bde. Berlin: Springer

Watzlawick, P., Beavin, J.H. & Jackson, D.D. (1990). *Menschliche Kommunikation. Formen, Störungen, Paradoxien*. 8. Aufl. Bern: Huber

Selected Internet links

<http://www.verwaltung.uni-mainz.de/ZQ/aw-materialien.htm> (Materialien zur Aus- und Weiterbildung des Arbeitskreises – u.a. ein Überblick über internationale Standorte der Aus- und Weiterbildung)

<http://www.eval.org/Publications/GuidingPrinciples.asp> (American Evaluation Association: Guiding Principles for Evaluators)

http://www.cgu.edu/include/Evaluation_Careers.pdf (Donaldson, Steward I./ Christie, Christina A. (2006): *Emerging Career Opportunities in the Transdiscipline of Evaluation Science*)

<http://www.cgu.edu/pages/665.asp> (School of Behavioral and Organizational Sciences at Claremont Graduate University: *Evaluation & Applied Research Methods*; M.A. Co-Concentration Programs and Ph.D. in Evaluation & Applied Research Methods)



www.degeval.de